

To cite this article: Li Hongling and Zhiguo (2023). RESEARCH ON THE VALUE OF INTEGRATING THE ANTI-EPIDEMIC SPIRIT INTO THE LIFE EDUCATION OF JUNIOR HIGH SCHOOL STUDENTS, International Journal of Education and Social Science Research (IJESSR) 6 (4): 346-352 Article No. 826, Sub Id 1306

## RESEARCH ON THE VALUE OF INTEGRATING THE ANTI-EPIDEMIC SPIRIT INTO THE LIFE EDUCATION OF JUNIOR HIGH SCHOOL STUDENTS

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DOI: <https://doi.org/10.37500/IJESSR.2023.6424>

### ABSTRACT

Life education aims to help students understand the value, meaning and dignity of life, enhance students' awareness of life, and cultivate students' outlook on life. The great anti-epidemic spirit includes life first, the whole country is united, life is forgotten, science is respected, and destiny is shared, which is in line with the life education of junior high school students. Integrating the anti-epidemic spirit into the life education of junior high school students can strengthen the life awareness of junior high school students, make them more deeply aware of the preciousness and greatness of life, so as to cherish life and care for themselves and others more. This paper aims to explore the convergence between the anti-epidemic spirit and the life education of junior high school students, and discuss the specific strategies for integrating the anti-epidemic spirit into the life education of junior high school students.

**KEYWORDS:** anti-epidemic spirit, junior high school students, life education

1.the significance of integrating the anti-epidemic spirit into the life education of junior high school students

### (1) Guide students to establish correct values

Because junior high school students are in the adolescent development period and have not yet established a relatively mature outlook on life, some junior high school students lack attention to life itself, do not feel the fragility of life and the meaning of healthy living, and when unsatisfactory things occur in study and life, it is easy to make extreme behaviors, thereby harming their own lives (WANG Ming. 2023).

In the fight against the epidemic, medical staff took risks and stepped forward to save lives, emphasizing responsibility, responsibility and dedication, and embodying the values of people first and life first. Introducing these deeds into the life education of junior high school students can make them more deeply aware of the preciousness and greatness of life, so as to guide them to establish a

correct outlook on life and values, know how to cherish life, respect life, and face life with a positive attitude.

### **(2) Cultivate students' sense of responsibility and sense of responsibility**

Since some junior high schools have the habit of shirking responsibility when encountering things, educators should consciously encourage students to take responsibility, let students experience the pride and happiness of taking responsibility, and enhance students' sense of responsibility (LI Chunhui & FENG Jianjun. 2021).

In the process of fighting the epidemic, people all over the country have made great contributions and formed a great anti-epidemic spirit. By integrating these spirits into the life education of junior high school students, they can cultivate a sense of responsibility and responsibility, and make them realize that in life-critical moments, everyone needs to take responsibility and contribute to others and society.

### **(3) Improve students' ability to protect themselves**

The spirit of fighting the epidemic also includes enhancing self-protection and protection capabilities. By integrating this knowledge into the life education of junior high school students, they can understand how to protect themselves in daily life, so as to improve their self-protection ability.

### **(4) Carry forward the spirit of the nation and the spirit of patriotism**

By educating middle school students on the value of life, we can help them establish lofty ideals and strive to become people who can contribute to society.

In the process of fighting the epidemic, the people of the whole country have united as one to fight the epidemic, reflecting the spirit of indomitability and unity and struggle of the Chinese nation. By integrating these spirits into the life education of junior high school students, the national spirit and patriotism can be promoted, and their sense of national pride and collective honor can be stimulated, so as to contribute more actively to the prosperity and development of the motherland.

### **(5) Cultivate students' scientific literacy and humanistic spirit**

In the process of fighting the epidemic, Chinese scientists have developed vaccines with the spirit of never giving up, reflecting the spirit of science and humanistic care. By integrating this knowledge into the life education of junior high school students, they can cultivate their scientific literacy and humanistic spirit, so as to better adapt to the needs of modern society and better deal with the relationship between people, people and society, and people and nature.

To sum up, it is of great significance to integrate the anti-epidemic spirit into the life education of junior high school students, which can help students establish correct values, cultivate students' sense

of responsibility and responsibility, and improve their self-protection ability, so as to better adapt to the needs of modern society and become responsible citizens.

## **2. The spirit of fighting the epidemic is in line with the life education of junior high school students**

The spirit of fighting the epidemic is the spirit of uniting to fight the epidemic formed in the fight against the new crown pneumonia. The great anti-epidemic spirit includes life first, the whole country unites, sacrifice life and forget death, respect for science, and common destiny, the great anti-epidemic spirit has rich connotations and has many points in line with the life education of junior high school students, and we educators need to exert subjective initiative to integrate the anti-epidemic spirit into the life education of junior high school students.

### **(1) The fit of the concept of reverence for life**

The concept of reverence for life in the spirit of fighting the epidemic is in line with the theme of life education. In the process of fighting the epidemic, people have shown respect and cherishing of life, whether it is medical staff who provide selfless help to infected people, or the general public who consciously isolate, wash hands frequently, and wear masks, all of which show respect and protection for life. Life education also emphasizes reverence for life, guides students to understand the preciousness and fragility of life, and cultivates their awareness of cherishing and loving life. Through the integration of the anti-epidemic spirit, junior high school students' understanding and respect for life can be enhanced, and their healthy living habits and self-protection awareness can be cultivated.

### **(2) Cultivate a sense of social responsibility**

The sense of social responsibility in the spirit of fighting the epidemic is in line with the concept of paying attention to society and serving the society in life education. In the process of fighting the epidemic, many ordinary people have voluntarily joined the anti-epidemic team and contributed their strength to the society. This sense of social responsibility is equally important in life education. Through life education, junior high school students can be guided to pay attention to society, the environment, and others, and cultivate their sense of social responsibility.

### **(3) The cultivation of tenacity and courage in adversity**

The tenacity and courage in adversity in the spirit of fighting the epidemic are in line with the concepts of coping with setbacks and self-growth in life education. Many ordinary people have shown perseverance and tenacity in the fight against the pandemic, and these stories can inspire students to stay resilient and courageous in the face of difficulties and challenges. Life education also emphasizes cultivating students' ability to cope with setbacks and self-growth, so that they can bravely face and actively solve difficulties and challenges. Through the integration of the anti-epidemic spirit, junior high school students can be guided to maintain tenacity and courage in the face of adversity, actively cope with setbacks, and achieve self-growth.

**(4) Integration of values education**

The value education in the anti-epidemic spirit, such as responsibility, responsibility, dedication, etc., is in line with the value education in life education. Life education aims to guide students to establish correct values and cultivate their moral concepts and social morality. Through the integration of the anti-epidemic spirit, students can be guided to establish correct values such as responsibility, responsibility, and dedication. By educating middle school students on the value of life, we can help them establish lofty ideals and strive to become people who can contribute to society(TANG Xin. (2019).

**(5) Cultivation of a healthy lifestyle**

In the process of fighting the epidemic, people have developed good habits such as washing hands frequently with hand sanitizer and consciously wearing masks in public places, which are also emphasized in life education. Through the integration of the anti-epidemic spirit, junior high school students can be guided to consciously pay attention to their physical health and develop a healthy lifestyle.

**(6) Mental health concerns**

In the process of fighting the epidemic, people are facing psychological problems such as stress, anxiety, and fear. Life education also focuses on students' mental health and helps them learn to cope with emotions and stress. Through the integration of the anti-epidemic spirit, students can be guided to learn how to face difficulties and challenges, and improve their psychological resilience and coping ability. Through these activities, students are guided to feel the beauty of life outside the classroom, experience the greatness of life, and realize their own life growth.

**(7) Handling of interpersonal relationships**

In the fight against the pandemic, people need to collaborate, support each other, and maintain good interpersonal relationships. Life education also focuses on developing students' interpersonal skills and cooperation. Through the integration of the anti-epidemic spirit, students can be guided to learn to cooperate and support each other in daily life, and establish good interpersonal relationships.

In summary, the anti-epidemic spirit and the life education of junior high school students are closely related in many aspects. By integrating the spirit of anti-epidemic into life education, it can help students better understand the value and meaning of life, improve their self-protection awareness and ability, cultivate a sense of social responsibility and dedication, develop a healthy lifestyle, pay attention to mental health and environmental protection issues, and establish good interpersonal relationships. Educators should fully explore the convergence of the anti-epidemic spirit and life education, provide students with a richer and more meaningful learning experience, and help them grow into excellent citizens with a sense of responsibility, responsibility and dedication.

### **3. the specific strategy of integrating the anti-epidemic spirit into the life education of junior high school students**

#### **(1) Combine the content of teaching materials**

First of all, understand the content of the textbook, the ethics and rule of law course itself contains a lot of knowledge related to life education, including the meaning of life, cherishing life, self-protection and other aspects of knowledge. Combined with the cases and questions in the textbook, you can introduce relevant topics in the anti-epidemic process, such as the importance of life and self-protection measures. Combined with the relevant topics in the textbook, the spirit of anti-epidemic is introduced, so that students can understand how to maintain health in daily life, how to respect and protect the life and health of others, and how to assume social responsibility.

#### **(2) Introduce anti-epidemic cases**

To truly implement life education for students through ethics and rule of law courses, it is not enough to rely only on the content of teaching materials, so when explaining the relevant knowledge of life education, teachers can introduce some typical cases in the process of fighting the epidemic and explain them with cases (SHANG Yancong. 2023). For example, we can share the stories of some medical staff and volunteers who bravely retrograde in the process of fighting the epidemic, so that students can understand the spirit of reverence for life, self-protection and courage in the face of life and death, so that students can feel the dignity and value of life, and cultivate their sense of responsibility and responsibility.

#### **(3) Scenario simulation**

In the ethics and rule of law class, students can simulate the anti-epidemic situation, allowing students to play the roles of medical staff and volunteers, and experience how to protect and respect life in the process of fighting the epidemic. The core educational meaning of role-play is to build new knowledge content and life skills by allowing the educated to put themselves in the shoes of specific roles, deepening the experience in the process of playing (ZHANG Xiaofeng & HOU Lijie. 2019). Through scenario simulation, students can have a deeper understanding of the preciousness and fragility of life, and feel the value and meaning of life.

#### **(4) Problem exploration**

Ask questions related to the spirit of fighting the pandemic in class, such as "How should people protect their lives during the pandemic?" "Why are healthcare workers venturing to the front lines during the pandemic?" etc., to guide students to explore the value and meaning of life. Through the discussion of questions, students can stimulate their thinking and curiosity, let students share their understanding of the spirit of fighting the epidemic and the value of life, and enable them to understand the value and meaning of life more deeply. Through discussion and exchange, students can deepen their understanding of life education, and at the same time, they can help them better understand the spirit of fighting the epidemic.

**(5) Emotional guidance**

The ultimate realization of the goal of life education depends on the junior high school students' own cognition of life, and only when the junior high school students themselves realize the importance of life will they love life (WANG Huifang. (2017).

In class, the stories and touching deeds of anti-epidemic heroes were shared, such as the story of Peng Yinhua, a doctor at Wuhan Central Hospital, the most beautiful retrograde, etc., guiding students to feel their bravery and fearlessness in facing the test of life and death, and cultivating students' noble sentiments and patriotic feelings. At the same time, through emotional guidance, students can cherish life more, know how to be grateful and give back to the society.

**(6) Practical experience**

Teachers can organize some practical activities, such as volunteer services, community outreach, etc., so that students can experience first-hand the sacrifices and sacrifices made by people in the fight against the epidemic. Through practical experience, students can have a deeper understanding of the anti-epidemic spirit, and at the same time, it can help them better cherish life and care for others. Through these activities, students are guided to feel the beauty of life outside the classroom, experience the greatness of life, and realize their own life growth (CHEN Bin. 2017).

**(7) Values education**

Combined with the anti-epidemic practice, students are guided to recognize the importance of values such as responsibility, responsibility, and dedication. It can combine the stories and touching deeds of anti-epidemic heroes to let students understand the embodiment of these values in practical actions. At the same time, it can guide students to think about how to practice these values in daily life, so that they can learn to cherish life, love life, and establish correct values and social responsibility.

To sum up, to integrate the spirit of anti-epidemic into the ethics and rule of law curriculum in junior high schools, it is necessary to combine the content of teaching materials, introduce typical cases, organize classroom discussions, use multimedia resources and carry out practical activities and other strategies to comprehensively improve students' awareness of life and responsibility.

**4. CONCLUSION**

The spirit of fighting the epidemic is of great value to the life education of junior high school students. By integrating the spirit of anti-epidemic, it can help students better understand the value and meaning of life, enhance their awareness of self-protection and social responsibility, and cultivate tenacity and courage in the face of adversity. Therefore, educators should actively explore ways to integrate the spirit of anti-epidemic into life education to build a more comprehensive and meaningful learning experience for students.

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